

Changes to the Science Curriculum: Year 1

At a glance

How does the new curriculum compare to the QCA Schemes of Work (2000)?

What's gone?	What's been added?
<ul style="list-style-type: none"> • Making predictions and judging unfair tests • Reviewing & communicating results • Life processes (e.g. movement, growth, change) • Plant requirements (e.g. light, water, etc.) • Uses of materials according to properties • Light & dark • Sound & Hearing • Forces 	<ul style="list-style-type: none"> • Identification and naming of plants and animals in key groups • Seasonal change • Weather

In detail

A direct reference to the former objectives of the primary framework. Where an objective was covered in more than one block, it is only recorded once.

Red indicates no longer required in Y1; green content is new to Year 1

Scientific Investigation	
it is important to collect evidence by making observations and measurements when trying to answer a question	"observing closely, using simple equipment performing simple tests" "using their observations and ideas to suggest answers to questions"
ask questions and decide how they might find answers to them	"asking simple questions and recognising that they can be answered in different ways"
use first-hand experience and simple information sources to answer questions	"performing simple tests" "gathering and recording data to help in answering questions"
think about what might happen before deciding what to do	Not explicitly required in new PoS
recognise when a test or comparison is unfair	Not explicitly required in new PoS
follow simple instructions to control the risks to themselves and to others	Not explicitly required in new PoS
explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements	"identifying and classifying"
communicate what happened in a variety of ways, including using ICT	Not explicitly required in new PoS
make simple comparisons and identify simple patterns or associations	"identifying and classifying"
compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding	"using their observations and ideas to suggest answers to questions"
review their work and explain what they did to others	Not explicitly required in new PoS

Biology 1: Ourselves	
the differences between things that are living and things that have never been alive	Not required until Y2
that animals, including humans, move, feed, grow, use their senses and reproduce	Not required until Y2
to recognise and compare the main external parts of the bodies of humans and other animals	"describe and compare the structure of a variety of common animals"
that humans and other animals need food and water to stay alive	Not required until Y2
about the senses that enable humans and other animals to be aware of the world around them	"identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense"

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	“ identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals”
	“ identify and name a variety of common animals that are carnivores, herbivores and omnivores”

Biology 2: Growing Plants	
to relate life processes to animals and plants found in the local environment	Not required until Y2
to recognise that plants need light and water to grow	Not required until Y2
to recognise and name the leaf, flower, stem and root of flowering plants	“ identify and describe the basic structure of a variety of common flowering plants, including trees”
	“identify and name a variety of common wild and garden plants, including deciduous and evergreen trees”

Chemistry 1: Sorting & Using Materials	
use their senses to explore and recognise the similarities and differences between materials	“describe the simple physical properties of a variety of everyday materials”
sort objects into groups on the basis of simple material properties	“distinguish between an object and the material from which it is made” “compare and group together a variety of everyday materials on the basis of their simple physical properties”
recognise and name common types of material and recognise that some of them are found naturally	“ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock”
find out about the uses of a variety of materials and how these are chosen for specific uses on the basis of their simple properties	Moved to Year 2

Physics 1: Light & Dark	
to identify different light sources, including the Sun	No longer required in KS1
that darkness is the absence of light	No longer required in KS1

Physics 2: Pushes & Pulls	
to find out about, and describe the movement of, familiar things	compare how things move on different surfaces
that both pushes and pulls are examples of forces	No longer required in KS1
to recognise that when things speed up, slow down or change direction, there is a cause	No longer required in KS1

Physics 3: Sound & Hearing	
that there are many kinds of sound and sources of sound	No longer required in KS1
that sounds travel away from sources, getting fainter as they do so, and that they are heard when they enter the ear	No longer required in KS1

Additional Content	
	observe changes across the 4 seasons
	observe and describe weather associated with the seasons and how day length varies